Domain: Learning Skills "Keep the end in mind"

	Age 18-21	Grade 11-12	Grade 9-10	Grade 7-8	Grade 4-6	Grade K-3	Preschool
Key Transition Points	Preparation for adulthood	Preparation for graduation / college / post secondary training /employment	Successful schooling / assessment / real life	Preparation for high school	Skill acquisition and preparation for middle / jr high school	Skill acquisition	Skill acquisition and prep for Kindergarten
The LEA should:	Apply specialized literacy and numeracy skills to employment and living.	Apply literacy and numeracy to employment and postsecondary education and training	Connect literacy and numeracy to employment and postsecondary education and training.	Explore links of literacy and numeracy to employment and postsecondary education and training.	Explore money/budgeting skills relating to wants and needs. Improve literacy and numeracy skills.	Teach literacy and numeracy skills.	Teach emergent literacy and numeracy skills
Refer to USOE, Pre-Kindergarter Guidelines, Core Curriculum and USOE Life Skills: A Guide to Knowledge, Skills, and Dispositions for Success	etc. to teach how to plan	Teach use calculator to determine student's weekly cost of entertainment, lunch, clothing, etc Assist student to gather needed information and complete post-secondary agency application forms, e.g. VR, financial aid, college admission Schedule and video tape	Students interview three workers in different occupations and write a report detailing education/skills needed, etc. Students write reports detailing experiences when job shadowing or job sampling. Students plan class party, including budget, amount of food/drink,	Students estimate money needed to attend movie, including admission cost, refreshments, etc. Use internet to explore career possibilities in student's general interest areas Students develop and use personal organizational tools for assignment	Implement a pen pal program with same aged students in another state Students record/chart individual scores from curriculum based measurements Students chart activities for a class/school service project, e.g. newspaper recycling, peer tutoring, food drive	Students draw a labeled map showing routes from home to school or other community locations Students orally describe route from home to school or other community locations Students write descriptions of activities in photographs representing	Use photographs of familiar icons (e.g. McDonald's arches) to connect symbol to meaning Students participate and lead in songs, finger plays and rhyming activities.

Age 18-21	Grade 11-12	Grade 9-10	Grade 7-8	Grade 4-6	Grade K-3	Preschool
	practice interviews; review video with student	time allocations, etc.	completion		job clusters, e.g. retail sales, hospitality	

Career/Employment "Keep the end in mind"

	Age 18-21	Grade 11-12	Grade 9-10	Grade 7-8	Grade 4-6	Grade K-3	Preschool
Key Transition Points	Preparation for adulthood	Preparation for graduation / college /	Successful schooling / assessment / real life	Preparation for high school	Skill acquisition and preparation for middle / jr high school	Skill acquisition	Skill acquisition and prep for Kindergarten
The LEA should:	Provide specific job and life skill training.	Coordinate career preparation opportunities aligned with goals	*Offer job shadowing opportunities *Offer mentoring opportunities.	*Conduct career/interest exploration. *Conduct age- appropriate transition assessment(s).	*Promote student exploration of career-related skills, abilities, and aptitudes.	Infuse career awareness activities into the curriculum	Promote dramatic play related to jobs.
Sample activities Refer to USOE, Pre-	Provide job shadowing, job sampling, unpaid and paid work experiences	Through self- assessment, students identify skills they have and skills they need for a	Develop in- school mentoring program, e.g. seniors mentoring sophomores in	Collaborate with guidance counselors in staging and attending school/district career and	Schedule guest speaker presentations representing a variety of careers	Develop in- school jobs, such as "Office Runner"	Encourage play in non-traditional roles, e.g. boys as homemakers, girls as firefighters
Kindergarten Guidelines, Core	Collaborate with CT staff to access	chosen career Students use	school Attend local	college fairs Students	Help students understand their disability and	students list reasons to work; have	Play "Charades" with students/teachers
Curriculum and USOE Life	classes and facilities (e.g.	results from self-	Chamber of Commerce or	interview person(s)	verbalize the effect of the	students chart reasons	taking turns acting out

Skills: A Guide	kitchen) to	assessments	Rotary Club	working in a	disability on		specific jobs
to Knowledge,	provide	to match	meetings to	career area of	learning	Have	
Skills, and	realistic	personal skills	make	interest		students tour	Provide props
Dispositions for	teaching	with careers	connections		Use occupational	the school	and equipment
Success	environments		with	Expand on TLC	vocabulary, e.g.	and identify	that promote job
		Coordinate	employers for	experiences by	timecard, for	as many jobs	awareness;
	If students will	student	future job	having	language arts	as they can	
	require long	preferences	shadowing	students write	activities, such	and report to	
	term care,	with CTE	sites	about	as syllabication	class	
	discuss which	Pathways		preferred/non-			
	skills will		Develop in-	preferred			
	improve		school or in-	activities			
	quality of life		district job				
			shadowing				
			opportunities				

Independence Skills/Civic Responsibilities "Keep the end in mind"

	Age 18-21	Grade 11-12	Grade 9-10	Grade 7-8	Grade 4-6	Grade K-3	Preschool
Key Transition Points	Preparation for adulthood	Preparation for graduation / college / post secondary training /employment	Successful schooling / assessment / real life	Preparation for high school	Skill acquisition and preparation for middle / jr high school	Skill acquisition	Skill acquisition and prep for Kindergarten
The LEA should:	Coordinate with other agencies	Foster linkages to adult service providers, including guardianship and emancipation	Foster linkages to community supports and services, including transportation.	Provide opportunities for service learning	Encourage student involvement in specific classroom roles/responsibilities.	Encourage appropriate decision- making and choices.	Provide activities that foster responsibility. *Encourage decision- making and choices.
Sample activities Refer to USOE, Pre-	Provide opportunities for students to participate in national, state and local	Teach students about rights and responsibilities associated with reaching Age of Majority	Teach students about rights and responsibilities associated with reaching	Explore existing service learning opportunities or needs in the school/community Participate in	Form classroom committees to work on specific projects or activities Assign interested students as social	Teach students to verbalize classroom rules, including line	Provide multiple opportunities during the school day for student to make

Kindergarten	elections, e.g.		Age of	existing school	and/or academic	behavior,	choices, such
Guidelines,	research	Schedule	Majority	learning projects	peer tutors to	cafeteria and	as snacks,
Core	candidates,	presentation		31 3	students in lower	restroom	toys, and
Curriculum	register to	by VR	Organize a	Create service	grades	etiquette,	activities
and USOE	vote, locate	counselor and	Parent and	learning projects		etc.	
Life Skills: A	polling	other agency	Student	designed to	Encourage students		Use picture
Guide to	places,	representatives	Information	match	to run for class	Honor	symbols to
Knowledge,	identify	about eligibility	Night through	school/community	office; assist in	student	teach daily
Skills, and	transportation	requirements	the Utah	need and	developing campaign	decisions	schedule
Dispositions	needs	and services	Parent Center	students'	activities and	and choices,	
for Success		offered; obtain	or other	interests	materials	unless those	Develop
	Teach	consent to	community			choices may	system of
	students to	invite agency	resources to			result in	jobs and
	lead meetings	representatives	discuss post-			violation of	assignments;
	related to	to IEP	school options			school rules	post daily
	personal	meetings	and resources			or impact	assignments
	needs, such					student	with
	as IEP or	Collaborate				safety	student's
	other goal	with guidance	Assist				name and
	setting	counselors in	students to			Offer	picture
	meetings	staging and	complete			opportunities	
		attending	application for			for students	
	Teach self-	school/district	driver's license			to vote for	
	disclosure	agency, career	or state i.d.			preferences,	
	and self-	and college	card			e.g. class	
	determination	fairs				party or	
	skills					other	
	necessary to ask for					activity	
	needed						
	assistance						
	from adult						
	agencies						

Postsecondary Education/Training "Keep the end in mind"

	Age 18-21	Grade 11-12	Grade 9-10	Grade 7-8	Grade 4-6	Grade K-3	Preschool
Key Transition Points	Preparation for adulthood	Preparation for graduation /	Successful schooling /	Preparation for high school	Skill acquisition and	Skill acquisition	Skill acquisition
		college / post secondary	assessment / real life		preparation for middle / jr high		and prep for Kindergarten

		training			school		
The LEA should:	Connect employability skills with postsecondary goals	* Teach self- disclosure skills for postsecondary education and employment. * Complete a summary of performance with the student.	*Inform parents/students of issues related to guardianship *Develop a course of study aligned to post- school goals with the student.	Teach time management and organizational skills	Provide exploration and interaction in community activities.	Support cooperative learning.	Participate in the Pre-K transition
Refer to USOE, Pre- Kindergarten Guidelines, Core Curriculum and USOE Life Skills: A Guide to Knowledge, Skills, and Dispositions for Success	Embed "soft skills", such as social and communication skills training into school program Frequently assess employability skills on job site; re-teach skills as necessary Help students explore postsecondary training options, including financial aid and other supports, to develop employability skills	Consider implementing prepared curricula, such as "The 411 on Disability Disclosure" curriculum Help students determine any needed assessment and/or instructional accommodations; role play how to ask for and monitor use of accommodations in other classes When beginning a project, teach students how to list resources and assistance that might be needed to complete the project: transfer this activity to SOP	Organize a Parent and Student Information Night through the Utah Parent Center or other community resources to discuss post- school options and resources Review school course catalog with students to increase their awareness of courses available Provide opportunities for students to "shadow" specific classes related to their interests	Teach students develop and use personal organizational tools for assignment completion Students conduct individual time studies counting amount of time in school, sleeping, eating, etc. and chart results Students analyze individual time studies, and if needed, set personal goals for changes	Guest speakers representing police and fire departments, recreation programs, political leaders Have students write letters to community leaders in support of a program or activity Have students prepare for and present request to community leaders for action on a particular concern, such as dangerous park playground equipment	Assign two students for each classroom job Encourage class participation in problem solving, e.g. room arrangement, books to read in circle next week When selecting learning groups, form group by grouping students who picked the same numbers, colors, etc. from a box	Provide Kindergarten with a current PLAFFP Provide current student information Encourage Kindergarten teachers to visit preschool classroom for students' transitioning.

recommendations				
-----------------	--	--	--	--

Social/Emotional

"Keep the end in mind"

	Age 18-21	Grade 11-12	Grade 9-10	Grade 7-8	Grade 4-6	Grade K-3	Preschool
Key Transition Points	Preparation for adulthood	Preparation for graduation / college / post secondary training /employment	Successful schooling / assessment / real life	Preparation for high school	Skill acquisition and preparation for middle / jr high school	Skill acquisition	Skill acquisition and prep for Kindergarten
The LEA should:	Foster community- based transition instruction.	Provide opportunities for physical and mental health education.	Assist student to identify post-school goals	Provide choices and decision- making opportunities.	Encourage student accountability for decisions and behavior.	Promote consistent positive behavioral interventions and supports.	Teach students to use appropriate behavior to meet their own needs.
Refer to USOE. Pre-Kindergarten Guidelines, Core Curriculum and USOE Life Skills: A Guide to Knowledge, Skills, and Dispositions for Success	Teach appropriate greeting skills in the classroom; practice while job shadowing greeter at dept. store Teach personal safety, using curriculum such as Circle (TITLE?) Use community maps and field trips to locate	Collaborate with guidance counselors/social workers to include students in appropriate student support groups Teach students how to contact health care provider to schedule appointments Provide medical history forms and help students understand required	Role play asking another person for a date; practice acceptance and refusal Bring lunch into the classroom to provide practice of appropriate table manners Help students identify "employer-pleasing" behaviors and practice these	Have committees of students determine events, e.g. class party, field trip Pre-teach cafeteria choices for students new to the school For 8 th graders: Review classes available in the high school as part of development of courses of study	Have students brain-storm possible consequences of decisions, e.g. what would happen if they shoplifted, came to school late Have students help develop class rules and consequences	Teach students how to invite others to participate and ask to participate, in group activities Teach students to recognize and reinforce appropriate behavior in other students, e.g. helping others Teach	Teach the language needed to indicate physical and emotional needs, e.g. cold, hungry Provide opportunity for students to visit Kindergarten before school ends Provide consistent daily routine to allow student sense

	emergency facilities, e.g., hospital, police	information	in in-school job sampling situations, e.g. working in office, working with custodian		students how to respond appropriately when someone is rude to him/her	of security and safety.	

Recreation/Leisure "Keep the end in mind"

	Age 18-21	Grade 11-12	Grade 9-10	Grade 7-8	Grade 4-6	Grade K-3	Preschool
Key Transition Points	Preparation for adulthood	Preparation for graduation / college / post secondary training /employment	Successful schooling / assessment / real life	Preparation for high school	Skill acquisition and preparation for middle / jr high school	Skill acquisition	Skill acquisition and prep for Kindergarten
The LEA should:	Encourage student participation in community recreational and leisure activities.	Encourage student participation in extracurricular activities.	Encourage student participation in extracurricular activities.	Encourage student participation in extracurricular activities.	Encourage hobbies and leisure activities. *Provide exploration and interaction in community activities.	Provide team-building experiences	Encourage activities to build friendships
Sample activities Refer to USOE, Pre-Kindergarten Guidelines, Core	Teach students to develop daily, weekly, and monthly schedules of participation	Provide opportunities for students to participate in school activities, including	During club rush, students will gather information and report to class on various clubs	Students participate in school dances consistent with school rules Students explore	Structure recess to promote group activities Encourage students to participate in	Teach students how to participate in physical games, such as tag, parachute,	Structure activities to allow for small and large group activities
Curriculum and USOE Life Skills: A Guide to Knowledge,	in student- preferred community activities	joining school clubs Provide	Students participate in school dances,	requirements to participate in school and community	community programs, such as Scouting or 4-H	jump rope Provide opportunities	During morning opening, have students

Skills, and		opportunities	either	activities and		for small-	greet each
Dispositions for	Provide	for students to	individually or	report findings to	Encourage	group	other using
Success	opportunity	participate in	as a group,	the class	families to	projects,	first name
	for a group of	community	with peer		participate in	such as	and culturally
	students to	based	supports	Encourage	community	building with	appropriate
	plan	activities, e.g.		students to	recreation	Legos,	greeting
	recreational	chess club,	Encourage	participate	programs, such	completing	
	activities,	theatre	students to	performing arts	as Boys and	an art project	
	including	groups	volunteer at	classes and	Girls Clubs,	, ,	
	costs, safety		school events	activities, such as	parks and		
	issues, etc		as ticket	dance, drama,	recreation		
			taker, usher,	band, or choir	programs		
			etc.	3.000	p g		
			3.3.				

Communication/ Self-determination

"Keep the end in mind"

	Age 18-21	Grade 11-12	Grade 9-10	Grade 7-8	Grade 4-6	Grade K-3	Preschool
Key Transition Points	Preparation for adulthood	Preparation for graduation / college / post secondary training /employment	Successful schooling / assessment / real life	Preparation for high school	Skill acquisition and preparation for middle / jr high school	Skill acquisition	Skill acquisition and prep for Kindergarten
The LEA should:	Foster student management of services.	Support student-directed IEP meetings.	Encourage student participation and self direction in IEP meetings	*Encourage student attendance at IEP meetings. *Help students identify needs and build on personal strengths.	Teach self- determination related to the unique needs of the student.	Explore awareness of student's unique needs.	Explore the student's unique strengths and needs
Sample activities Refer to USOE,	Have student initiate invitation of agency representatives to IEP meeting	With the student develop and implement a script for students to follow when	Have student complete transition assessment to help guide the direction of post	Have students self assess their academic strengths and challenges	Help individuals to set goals such as in reading the number of	Work with students to develop a class bar graph to indicate class interests	Provide opportunities throughout the daily routine for students to
Pre- Kindergarten	Teach students	leading their IEP meeting	secondary goals on upcoming	Teach students to identify	books read during the	Provide frequent	make choices

Guideline Core Curriculu USOE Lif Skills: A to Knowl Skills, ar Dispositie Success	m and self-help agencies, e Guide WIC, workforce d Services	sate Support student in sharing their strengths, and the supports and accommodations needed to meet their goals Train all IEP team to talk to the student rather than talk about the	Have students monitor their progress on the provision of needed classroom accommodations Help student to understand their disability and the possible impact on community and post school activities	personal learning styles and any needed accommodations Have students participate in developing goals for upcoming IEP Help students to understand their disability and the effect on school and community participation	Help individuals to monitor their progress toward their personal goal Help students to identify their personal learning styles Start to introduce the purposes of and procedures in special education	opportunities for students to work in collaborative groups Provide opportunities for students to choose classroom/school job assignments	Do observations within classroom routine to determine student strengths, preferences, and interests Have students bring in their favorite item and develop a class bar graph to categorize class interests
--	---	---	---	---	---	---	---

Health/Wellness "Keep the end in mind"

	Age 18-21	Grade 11-12	Grade 9-10	Grade 7-8	Grade 4-6	Grade K-3	Preschool
Key Transition Points	Preparation for adulthood	Preparation for graduation / college / post secondary training /employment	Successful schooling / assessment / real life	Preparation for high school	Skill acquisition and preparation for middle / jr high school	Skill acquisition	Skill acquisition and prep for Kindergarten
The LEA should:	Assist student to identify health care supports.	Assist student to identify health care supports	*Teach students how to independently access health care	*Teach appropriate interpersonal maturation skills *Encourage	Facilitate discussion of maturation issues	Teach self- care skills.	Teach self- care skills. *Investigate support services needed for

				management of personal and medical records.			short and long term
Refer to USOE, Pre- Kindergarten Guidelines, Core Curriculum and USOE Life Skills: A Guide to Knowledge, Skills, and Dispositions for Success	Teach student to identify health care benefits provided by employers and to select health care services Teach students how to make healthy food and exercise choices as part of their over-all wellness	Teach students how to make, record and keep medical appointments Explore with school administration the use of "Just for Youth" website (www.justforyouth.org) for health issues Encourage families to allow students to talk with the doctor during next medical visit	Help students generate a list of questions to ask a doctor Provide a form for students and parents to complete a student medical history Encourage families to allow students to talk with the doctor during next medical visit	Teach personal safety rules Provide a form for students and parents to complete a student medical history Take advantage of opportunities to identify and teach coping skills and strategies needed by preadolescent girls and boys	Arrange for students to attend school maturation programs Coordinate with school nurse to provide maturation information to meet individual student needs	Teach the importance of personal hygiene, such as washing hands, throwing away soiled tissues, etc Teach students about healthy snack choices Teach students options for healthy leisure activities	During IEP meeting allow time for parent to discuss long term health care needs and concerns Provide opportunities within the daily routine to teach and practice the importance of self help skills such as washing hands, and what to do if you sneeze Teach safety rules that are important for individual students